

A FOLLOW-UP OF THE SOLOMON RURAL HIGH SCHOOL ALUMNI
GRADUATING DURING THE PERIOD OF 1947-1956

by

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INTRODUCTION

The Solomon Rural High School is one of 405 high schools of Kansas with an average enrollment of under 150 students. (13) The majority of these schools carry on a similar role, that of offering a minimum secondary education to the young people of Kansas that come from the small towns and rural areas throughout the State.

Due to its financial structure, limitations of enrollment and number of faculty employed, only a limited curriculum can be offered. This curriculum usually consists of subjects necessary for college entrance, those required for state accreditations, one or two of the vocational areas supported by the National Vocational Education Act, and some business training.

Brewster and Zeran (6) point out that the changing conditions in both urban and rural areas have emphasized the need for appraisal of our educational systems. The realization by educators, that the school has an interest in and a responsibility for the adjustment of its out-of-school youth as well as those still in school has emphasized the necessity of studying each individual in order that the school may meet the needs of the individual and the demand of society.

The success of the industrialist, the merchant, the professional worker, and often of the skilled or service worker is measured in a large part by the product of his labor. The success of the farmer is determined by the extent to which he studies and solves those problems particular to his own farm and then adapts its uses to the requirement of his community. A crop failure, or the production of an unmarketable crop means failure to the farmer.

A school may determine its successes also by examining its product. A school may ascertain the cause of its "crop failures" and "unmarketable crops"

by evaluating its curriculum, instructional services and guidance practices in light of its findings revealed by records of its graduates and dropouts and make the necessary changes and modifications. A follow-up study of the school graduates offers the best means for such evaluation purposes.

At the time of this writing, the guidance program in the Solomon Rural High School was still in the embryo stage. As Traxler (25) states, "The importance of the follow-up study which allows the development of a guidance program that actually functions in the lives of the individual young people can be hardly over-emphasized." It was with this major point in mind that this area of research was carried out.

Purpose of the Study

The purpose and uses of follow-up studies have varied considerably, however this study was basically limited to a three-fold purpose. The first of these was to acquire a source of local occupational information to be used in an occupation-orientation course and in counseling students in career planning. This information should prove meaningful to future students in revealing to them some of the realistic aspects of occupational choices made by past students as compared with their often times inflated aspirations. McDaniel (16) suggests that in general students now in school will find the same pattern of opportunities for employment upon graduation that previous students found.

The second purpose was to obtain information that might be helpful in evaluating and making changes or modifications to improve the school curriculum. Due to the existing conditions in the smaller schools, as previously mentioned, any additions or radical changes in the subject matter in the curriculum are limited regardless of findings from this study. When one views

the curriculum from the scope as defined by Krug (16) as being all the experiences of the learner that are under the control of the school, the findings should be quite useful. Stoops (24) states, "Such out of school follow-ups may not benefit those who have already gone through their school experiences, but proper interpretations of findings will help administrators and curriculum makers to better adjust instructional offerings to the needs of students still in school." This information should further assist the schools in re-evaluating its present philosophy, purposes, and objectives. This should also benefit the class-room teacher in establishing objectives for their courses. Baer and Roeber (2) emphasized that whether school subjects are directly or indirectly related to jobs, it is important for students to realize that such relations exist. Students, in other words, should understand the vocational significance of the various school subjects.

The third purpose of this study was to define the need for a complete guidance program in the Solomon Rural High School's educational program and lay the foundation for such a program.

Scope and Method of the Study

Many of the follow-up studies surveyed by the writer were based on students who had recently left school and were for the purpose of extending guidance services into post-high-school experiences. Considering the purposes of this follow-up, information gathered from such a population might have proved inadequate. McDaniel (18) pointed out that occupational information gathered from students who had recently left school would have represented only entrance occupations and should be cautiously interpreted. He recommended a more protracted follow-up program to provide a more detailed picture.

Reed (19) suggested that five years of post-high-school experience was an essential period of time before youth could tell a story which would have significant guidance value for school administration. It was with these points in mind that the population for this study was selected from the Solomon Rural High School alumni graduated during the period of 1947 through 1956. During the period involved in this study, this school maintained an average enrollment of 86 students and a graduating class of 17.5 members. The total population involved in this study consisted of 175 graduates. At the time of this follow-up, two of this group died, eight could not be accounted for, and the addresses on the remainder had been secured and verified.

The information gathered for the study was through the questionnaire procedure. This form consisted of eight closely structured, check type questions concerning occupational choices and status, and four optional open and questions relating to educational experience. The question blank and cover letter may be referred to in the Appendix, page 38.

One-hundred and sixty-five questionnaires and cover letters were mailed out and within the first two weeks, 122 usable inquiries or 75.2 percent were returned. Questionnaires were resent to the forty-three graduates who had not answered of which 21 usable were returned bringing the total to 86.6 percent. At the end of four weeks after the initial mailing, a post card stressing the importance of the study and the need for a complete return was mailed to the delinquent recipients. This netted a return of 8, bringing the total usable returns to 151 or 91.5 percent of the original mailing list. It was from this information that the following presentation and conclusions were based.

PRESENTATION OF FINDINGS

The following presentation of data and their implications should be of significant value to students seeking occupational information which might have a direct influence on their future careers.

An effort was made to demonstrate the difference that might exist between the national labor force and the Solomon graduates' employment status.

The classification and grouping of entry occupations and the January 1, 1962 occupational status of Solomon graduates should give future students some indications of the occupations available to them upon graduation, and the necessity of vertical and horizontal mobility in retaining permanent employment.

The methods used by graduates to secure employment upon leaving school and the geographical mobility necessary to secure and maintain employment should be beneficial to students in projecting their thinking into post-high-school situations. This may also indicate the possible need of a better understanding of the various agencies available for securing employment and the school's responsibility in assisting school leavers with their post-high-school adjustments.

A comparison of the actual situations experienced by graduates with their high school aspirations would help clarify whether or not students had developed realistic self-concepts in relation to career planning, and if such a need existed.

To emphasize the importance and increasing requirements of a well planned course of study and the necessity of post-high-school training to secure and retain desirable employment, a study was made of the advanced training obtained by the graduates after leaving high school. This pointed out where more or less emphasis should be placed on the various parts of the school curriculum.

To point up any further need of curriculum development, the value of the high school curriculum in relation to occupational experiences was considered.

To develop a sound philosophy, purposes, and objectives of a good guidance program, the writer felt the best source of information was from those that had experienced those realities of life that future students would most likely, sooner or later experience.

A Comparison of the Solomon Graduates' Employment Status as of
January 1, 1962 with the U. S. Census of the
National Labor Force.

Baer and Roeber (2) pointed out that much of the occupational information found in books and pamphlets usually dealt with the world or work from a national point of view. This source of information, though quite valuable as a source of material for career planning and counseling students, can also be misleading, as from these data the jobs that will be available for Seniors can only be inferred. Information gathered from a follow-up study has the following advantages. It has no geographical limits. It goes wherever the alumni go, and it maps the true geography of the employment market of this group. It also reveals the kind of jobs that the alumni have been able to secure in the open competition of the employment market.

As shown in Table 1 and Table 2, differences existed between occupations secured by the Solomon graduates and those existing at the national level. When interpreting the two tables one must be cautioned that some discrepancies exist. The national picture contains the total employment from entry occupations to retirement while the information gathered from the local group contains only a segment of a ten year average of one's employment span. When making comparisons of the data within the tables there is enough difference in some of the groups to be significant for the purposes of this study.

Table 1. Comparison of the male Solomon graduates' employment status as of January 1962 with the U. S. census of the national labor force.

| | | : Solomon Graduates : | | : National labor forces* | |
|---|----|-----------------------|-----------|--------------------------|---------|
| | | : Number : | Percent : | Number : | Percent |
| Professional, Technical and Kindred Workers | 9 | 11.39 | | 4,527,000 | 10.30 |
| Farmers and Farm Managers | 12 | 15.19 | | 3,004,000 | 6.85 |
| Managers, Officials and Proprietors | 8 | 10.12 | | 5,815,000 | 13.20 |
| Clerical and Kindred | 3 | 3.80 | | 2,982,000 | 6.80 |
| Sales Workers | 2 | 2.53 | | 2,703,000 | 6.17 |
| Craftsmen, Foremen and Kindred | 32 | 40.50 | | 8,222,000 | 18.70 |
| Operative and Kindred | 6 | 7.60 | | 8,384,000 | 19.10 |
| Private Household | 0 | 0.00 | | 53,000 | .12 |
| Service Workers | 4 | 5.06 | | 2,724,000 | 6.20 |
| Farm laborers | 2 | 2.53 | | 1,680,000 | 3.83 |
| Laborers, Common | 1 | 1.26 | | 3,703,000 | 8.45 |
| Totals | 79 | 99.98 | | 43,798,000 | 99.88 |

* United States Department of Commerce, Bureau of Census. Statistical Abstract of the United States: 1959. 80th edition, Washington: Government Printing Office, 1960. p. 281, Table 278.

Table 2. Comparison of the female Solomon graduates' employment status as of January 1962 with the U. S. census of the national labor force.

| | Solomon Graduates | | National labor forces* | |
|---|-------------------|---------|------------------------|---------|
| | Number | Percent | Number | Percent |
| Professional, Technical and Kindred workers | 6 | 27.27 | 2,669,000 | 12.58 |
| Farmers and Farm Managers | 0 | 0.00 | 124,000 | .59 |
| Managers, Officials and Proprietors | 1 | 4.54 | 1,063,000 | 5.01 |
| Clerical and Kindred | 9 | 40.90 | 6,111,000 | 28.80 |
| Sales Workers | 1 | 4.54 | 1,575,000 | 7.42 |
| Craftsmen, Foremen and Kindred | 0 | 0.00 | 216,000 | 1.01 |
| Operative and Kindred | 1 | 4.54 | 3,202,000 | 15.09 |
| Private Household | 0 | 0.00 | 2,230,000 | 10.51 |
| Service Workers | 4 | 18.90 | 3,113,000 | 14.67 |
| Farm Laborers | 0 | 0.00 | 787,000 | 3.70 |
| Laborers, Common | 0 | 0.00 | 123,000 | .58 |
| Totals | 22 | 99.88 | 21,214,000 | 99.96 |

* United States Department of Commerce, Bureau of Census. Statistical Abstract of the United States: 1959. 80th edition, Washington: Government Printing Office, 1960. p. 281, Table 278.

In general the local male population conformed with the national level with the exception of four of the occupational groups. The farmers and the farm managers exceeded the national labor force by 8.34 percent, which might be expected, this being a rural agricultural community. The group showing the largest difference was in the craftsmen, foremen occupations where 40.5 percent of the local men found employment as compared to 18.7 percent of the nation's labor force. This would indicate a concentration of opportunity for this type of employment in the nearby city of Salina as a large percent of this group was employed there. Within the local population, 7.6 percent found employment in the operative group while 19.10 percent of the nation's employment was located there. When one notes that there was eight times more employed as common laborers throughout the nation as there was within the local group, the geographical areas, racial groups, and educational levels must be taken into consideration. While the local group consisted of only those with a high school education, the national level included those of low mental ability and those with little or no education.

When comparing the women involved in this study with the women in the national labor forces, several factors must be taken into consideration. Only 30.5 percent of the 72 women making up the local population were employed at the time of this survey. Ninety percent of the women were married at the time of the study and one would assume that the first 15 years after graduation would involve the period of bearing and rearing small children. Still 79.5 percent of the total group entered occupations upon graduation and as stated in the Occupational Outlook Handbook (27), a large number of these women will return as the children get older. Keeping the above points in mind, Table 2 showed noticeable differences in three of the occupational groups. In the professional

and technical groups the differences might be credited to the fact that one-third of this group was unmarried, and the married ones might have been reluctant to quit regardless of marriage due to the required training, status and salaries. The difference in the clerical group might be credited to the fact that 52.77 percent of the women found employment here after graduation and some may have found it necessary to retain employment after marriage. Three times as many women were employed in the operative group at the national level than were those in the local group. The assumption for this difference would be due to the lack of specific training and employment opportunities in the geographical areas where employment was obtained by the local graduates.

The Relationship of Entry Occupations upon Graduation to the
January 1, 1962 Employment using the D.C.T. Classifications

To the student learning about occupations, to the counselor engaged in explaining their intricacies, or to the person seeking information on which to base his selection of a course of training or a career, it is important to understand the rapidly changing nature of our economic life. Constant change is the most significant aspect of the occupational and industrial world in which we live. To the young people looking forward to a life-time of work--and that means nearly a half a century--the fact that these changes occur is significant. Although we cannot foresee all that may happen, a real service will be performed if the young people are aware of the dynamic character of the economy, and if they are prepared to expect changes and adjust to them. This means maintaining the utmost flexibility by taking the broadest kind of training consistent with adequate preparation for a particular occupation.

This was further substantiated by the fact that the men graduating from Solomon experienced an average of 3.34 different jobs between the period of

five to fifteen years after graduation. The women averaged only two different jobs due to the fact that the majority married during this period. Some of these trends are indicative when one studies the occupations entered upon graduation in relation to those jobs held five to fifteen years later as tabulated in Tables 3 and 4.

The most conspicuous changes and trends were in the four groups involving agricultural, skilled, semi-skilled, and the unskilled occupations. Approximately one-fourth of the graduates found employment in the rural community in the field of agriculture upon graduation but only 16.4 percent remained after five to fifteen years. This shift could have been due to several factors. Some of these entry occupations in agriculture could have been mere stop-gaps; the lack of opportunity to become established in farming and the rapid mechanization in farming might have eliminated others. The most significant trend was the movement toward the skilled groups with the shift coming from the semi-skilled, unskilled, and the agricultural groups. This could be expected when one observes the amount of post-high-school training that was obtained by the graduates brought out further in this report. The fact that little change was made by the men in the professional and semi-professional groups might be expected, due to the necessary training required for these occupations and the status of this group. The increase in the managerial group over the period of five to fifteen years evidently came from experience and tenure within a given occupation. Trends were insignificant in the sales, clerical and service groups as only 10 percent of the total population of men were involved in these three groups.

When considering the women involved in this study, the most obvious trend was in the movement from full-time employment to full-time homemakers within

Table 3. Relationship of entry occupations of Solomon graduates to January 1, 1962 employment using the D.O.T. classifications (Men)

| Entry Occupations | | | | Occupations Jan. 1, 1962 | | | |
|------------------------|--------------------------|-----|-------|--------------------------|------------------------------|-----|-------|
| Group & Code | Title | No. | % | Group & Code | Title | No. | % |
| Professional | | 8 | 10.12 | Professional | | 10 | 12.65 |
| 0-24.31 | Sec. Music Teacher | | | 0-24.31 | Sec. Music Teacher | | |
| 0-11.50 | College Music Inst. | | | 0-11.50 | Professor of Music | | |
| 0-30.11 | Elem. Teacher & Coach | | | 0-19.03 | Engineer | | |
| 0-19.02 | Engineer (Aircraft) | | | 0-35.10 | Range Conservationist | | |
| 0-07.02 | Milling Chemist | | | 0-39.92 | Optometrist | | |
| 0-39.92 | Optometrist | | | 0-31.01 | Sec. Teachers (2) | | |
| 0-11.20 | Jr. Accountant | | | 0-18.01 | Planning Engineer | | |
| 0-19.01 | Engineer | | | 0-11.20 | Sr. Accountant | | |
| Semi-Professional | | 4 | 5.06 | Semi-Professional | | 3 | 3.79 |
| 0-61.10 | Surveyor | | | 0-64.10 | Engineers aide | | |
| 0-48.16 | Eng. Drafting | | | 0-41.10 | Airforce Pilot | | |
| 0-64.10 & 0.48 | Surveying & Drafting (2) | | | 0-64.10 & 0.48 | Surveyor and draftsman | | |
| Managerial & Officials | | 0 | 0 | Managerial & Officials | | 6 | 7.58 |
| | | | | 0-70 to 0-90 | Assist. Mgr. (air cond.) | | |
| | | | | 0-72.72 | Owner (Grocery Store) | | |
| | | | | 0-72.72 | Manager (Hardware Dept.) | | |
| | | | | 0-97.62 | Manager (Dry Cleaning) | | |
| | | | | 0-97.04 | Production Manager | | |
| | | | | 0-97.04 | Assist. Treasurer | | |
| Clerical & Kindred | | 3 | 3.79 | Clerical & Kindred | | 4 | 5.06 |
| 1-11.03 | Train Inspector | | | 1-28.01 | Postman (Mail) | | |
| 1-34.13 | Shipping Clerk | | | 1-11.03 | Train Inspector | | |
| 1-37.34 | Clerk-typist | | | 1-33.01 | Secretary | | |
| | | | | 1-37.34 | Clerk-Typist (Army) | | |
| Sales & Kindred | | 2 | 2.53 | Sales & Kindred | | 2 | 2.53 |
| 1-85.23 | Candy & Tobacco Sales | | | 1-85.22 | Salesman (Beverages) | | |
| 1-55.10 | Magazine Salesman | | | 1-75.24 | Parts Man (Tractor Supplies) | | |
| Service | | 3 | 3.79 | Service | | 2 | 2.53 |
| 2-68.20 | Navy (Sailor) | | | 2-66.11 | Patrolman (Police) | | |
| 2-63.10 | Fireman | | | 2-66.06 | Police Chief | | |
| 2-68.10 | Army (Soldier) | | | | | | |

Table 3. Continued

| Entry Occupations | | | | Occupations Jan. 1, 1962 | | | |
|-----------------------|-----------------------|-----|---|--------------------------|----------------------------|-----|---|
| Group & Code | Title | No. | % | Group & Code | Title | No. | % |
| Agriculture 19 24.04 | | | | Agriculture 13 16.44 | | | |
| 3-06.10 | Farm Operators (10) | | | 3-06.10 | Farm Operators (12) | | |
| 3-16.10 | Farm Laborers (7) | | | 3-16.10 | Hired Man (Farm | | |
| 3-16.10 | Alfalfa Mill | | | | Employed) | | |
| | (Field Cutter) | | | | | | |
| 3-39.30 | Landscaping Labor | | | | | | |
| Skilled 15 18.97 | | | | Skilled 29 36.68 | | | |
| 4-76.04 | Jig Builder (tooling) | | | 5-24.10 | Brick Masons (4) | | |
| 4-80.01 | Sheet Metal worker | | | 4-85.02 | Production Welders (3) | | |
| 5-53.41 | Lineman (Telegraph) | | | 5-54.42 | Lineman (Electric) (2) | | |
| 5-03.84 | Hydraulic Specialist | | | 4-84.01 | Structural Steel Worker | | |
| 5-54.42 | Lineman (Electric) | | | 5-81.01 | Auto-Mechanic | | |
| 4-85.02 | Prod. Welders (3) | | | 5-53.03 | Telephone Installers (3) | | |
| 5-81.01 | Auto-Mechanic | | | 5-30.31 | Plumber | | |
| 5-24.10 | Brick layers | | | 5-81.10 | Meat Cutter | | |
| 5-83.90 | Diesel Maintenance | | | 5-83.93 | Diesel Mechanic | | |
| 5-83.44 | Electrical Tech. | | | 4-75.01 | Heavy Equip. Assembler | | |
| 4-97.01 | Electrician | | | 5-73.07 | Equip. Operator (Elec.) | | |
| 5-27.01 | Painter | | | 5-27.01 | Painter (Int. Decorator) | | |
| | | | | 4-80.01 | Sheet Metal worker | | |
| | | | | 5-97.11 | Auto-Mechanic (Foreman) | | |
| | | | | 5-25 | Carpenter | | |
| | | | | 4-97.01 | Electrician | | |
| | | | | 5-92.60 | Supervisor (Missile Prod.) | | |
| | | | | 5-83.44 | Electronic Technician | | |
| | | | | 5-53.95 | Cable Splicer | | |
| | | | | 5-25.15 | Carpenter (Finisher) | | |
| | | | | 5-80.13 | Airplane Mechanic | | |
| Semi-Skilled 17 21.50 | | | | Semi-Skilled 7 8.86 | | | |
| 7-36.20 | Truck Drivers (7) | | | 7-36.20 | Truck Drivers (5) | | |
| 7-60.50 | Ser. Stat. Attendants | | | 7-99.08 | Apprentice Lineman | | |
| 7-36-51 | Heavy Equip. Oper. | | | 7-60.50 | Serv. Station Attendant | | |
| 7-72.53 | Sand-plant Pumper | | | | | | |
| 7-57.11 | Presser (Dry Clean.) | | | | | | |
| Unskilled 8 10.14 | | | | Unskilled 3 3.79 | | | |
| 9-88.40 | Warehouse worker | | | 8-84.51 | Iron worker | | |
| 8-08.01 | Laborer (Grain Elev.) | | | 9-88.40 | Packer (Paper) | | |
| 9-54.20 | Telephone Groundman | | | 8-08.01 | Laborer (Grain Elev.) | | |
| 9-22.01 | Construction Labor | | | | | | |
| 9-59.01 | Florist Helper | | | | | | |
| 8-50.01 | Common Laborer | | | | | | |
| 9-32.01 | Railroad Section hand | | | | | | |
| No Code | Street Maintenance | | | | | | |
| Totals: 79 92.94 | | | | 79 92.91 | | | |

Table 4. Relationship of entry occupations of Solomon graduates to January 1, 1962 Employment, using the D.O.T. classifications (Women).

| Entry Occupations | | | | Occupations Jan. 1, 1962 | | | |
|------------------------|---------------------------|-----|-------|--------------------------|------------------------------------|-----|-------|
| Group & Code | Title | No. | % | Group & Code | Title | No. | % |
| Professional | | 8 | 11.12 | Professional | | 6 | 8.34 |
| 0-30.11 | Elem. Teachers (3) | | | 0-33.25 | Nurses R.N. (2) | | |
| 0-31.01 | Sec. Teachers (2) | | | 0-33.18 | Nurse-Administrator | | |
| 0-32.42 | Nurse (R.N. Public) | | | 0-32.95 | Speech Therapist | | |
| 0-33.36 | Nurse R.N. | | | 0-35.33 | Bacteriologist | | |
| 0-35.33 | Bacteriologist | | | 0-31.01 | Sec. Teacher | | |
| Semi-Professional | | 0 | 0 | Semi-Professional | | 0 | 0 |
| Managerial & Officials | | 0 | 0 | Managerial & Officials | | 1 | 1.39 |
| | | | | 0-97.04 | Assistant Treasurer (C.I.O. Union) | | |
| Clerical & Kindred | | 38 | 52.77 | Clerical & Kindred | | 9 | 12.51 |
| 1-01.02 | Bookkeepers (11) | | | 1-01.02 | Bookkeepers (2) | | |
| 1-37.32 | Typists (4) | | | 1-18.43 | Dental Receptionist | | |
| 1-01.53 | Bank Tellers (2) | | | 1-37.34 | Clerk-typist | | |
| 1-42 | Telephone Operators (4) | | | 1-33.01 | Secretaries (2) | | |
| 1-37.12 | Stenographers (3) | | | 1-25.64 | I.E.M. Operator | | |
| 1-33.01 | Secretaries (6) | | | 1-01.53 | Cashier | | |
| 1-37.33 | Teletype Operators (2) | | | 1-36.01 | Statistician | | |
| 1-05.01 | Credit Clerks | | | | | | |
| 1-02.01 | Business mach. oper. | | | | | | |
| 1-12.02 | Credit Investigator | | | | | | |
| 1-25.22 | Multigraph Oper. | | | | | | |
| 1-18.43 | Receptionist | | | | | | |
| Sales & Kindred | | 5 | 6.95 | Sales & Kindred | | 0 | 0 |
| 1-70.10 | Sales Clerks (Retail) (5) | | | | | | |
| | | | | | | | |
| Service | | 5 | 6.95 | Service | | 3 | 4.17 |
| 2-27.01 | Waitresses (4) | | | 2-25.37 | Airline Stewardess | | |
| 2-32.15 | Beauty Operator | | | 2-27.01 | Waitress | | |
| | | | | 2-42.20 | Practical Nurse | | |
| Agriculture | | 0 | 0 | Agriculture | | 0 | 0 |

Table 4. Continued

| Entry Occupations | | | | | | | |
|-------------------|-----------------------|-----|-------|--------------|-------------------|-----|-------|
| Group & Code | Title | No. | % | Group & Code | Title | No. | % |
| Skilled | | 0 | 0 | Skilled | | 1 | 1.39 |
| 4-44.11 | Linotype Operator | | | 4-44.11 | Linotype Operator | | |
| Semi-Skilled | | 1 | 1.31 | Semi-Skilled | | 1 | 1.31 |
| 7-57.51 | Presser (Dry Cleaner) | | | 7-59.50 | Silk Finisher | | |
| Un-Skilled | | 2 | 2.76 | Un-Skilled | | 0 | 0 |
| 8-02.11 | Meat Wrapper | | | | | | |
| No Code | Domestic Housework | | | | | | |
| Full-time | | | | Full-time | | | |
| Home-makers | | 12 | 16.68 | Home-makers | | 51 | 70.83 |
| Totals: | | 72 | 99.95 | | | 72 | 99.91 |

five to fifteen years after graduation. Table 4 further verifies the fact brought out earlier in this report that those entering the professions upon graduation are less apt to drop out regardless of marriage.

A Comparison of the Entry and January 1, 1962 Occupational Status
of the 1950-1956 Graduates with the 1947-1951 Graduates

It was previously stated that there is a constant change in the industrial and occupational world in which we live. The rapidity of this change is obvious even in a five year span when one compares the differences existing between the more recent graduates and those that have been out of school longer. Table 5 presents some of these trends in several of the occupational groups. There was a slight decline of those entering the professions in more recent years with less emphasis on the teaching profession within the male population. Sixty percent of the more recent graduates found employment upon graduation in the semi-professional, skilled and semi-skilled occupational groups as compared to 33.3 percent of the earlier group. This was likely due to both better training available and more opportunities in these groups than in previous years. Table 5 further indicates that time and experience are necessary to move into the managerial positions as it does for those to move vertically from unskilled employment to the skilled. The other noticeable difference is in the agricultural employment. This would indicate that opportunities for employment in this field are declining, but those that do enter this field upon graduation in more recent years are more permanent.

Similar to the men, less women are entering the professional field. The increasing opportunities for employment appeared to be in the clerical group, possibly due to the expansion of local urban areas where many of the girls went to find employment upon graduation. Table 6 further indicates that twice as

Table 5. A comparison of the entry and January 1, 1962 occupational status of the 1952-1956 graduates with the 1947-1951 graduates. (Men)

| Occupational Group | 1952 to 1956 | | Graduates | | 1947 to 1951 | | Graduates | |
|----------------------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|
| | Entry | | Jan. 1, 1962 | | Entry | | Jan. 1, 1962 | |
| | No. | % | No. | % | No. | % | No. | % |
| | | | | | | | | |
| Professional | 2 | 5.40 | 4 | 10.80 | 6 | 14.28 | 6 | 14.28 |
| Semi-Professional | 3 | 8.10 | 3 | 8.10 | 1 | 2.38 | 0 | 0.00 |
| Managers & Officials | 0 | 0.00 | 1 | 2.70 | 0 | 0.00 | 5 | 11.90 |
| Clerical & Kindred | 1 | 2.70 | 1 | 2.70 | 2 | 4.76 | 3 | 7.14 |
| Sales | 1 | 2.70 | 1 | 2.70 | 1 | 2.38 | 1 | 2.38 |
| Service | 1 | 2.70 | 0 | 0.00 | 2 | 4.76 | 2 | 4.76 |
| Agriculture | 7 | 18.90 | 6 | 16.21 | 12 | 28.56 | 7 | 16.66 |
| Skilled | 10 | 27.00 | 15 | 40.50 | 5 | 11.90 | 14 | 33.32 |
| Semi-Skilled | 9 | 24.30 | 3 | 8.10 | 8 | 19.04 | 4 | 9.52 |
| Un-Skilled | 3 | 8.10 | 3 | 8.10 | 5 | 11.90 | 0 | 0.00 |
| Totals: | 37 | 99.90 | 37 | 99.90 | 42 | 99.96 | 42 | 99.96 |

Table 6. A comparison of the entry and January 1, 1962 occupational status of the 1952-1956 graduates with the 1947-1951 graduates. (Women)

| Occupational Group | 1952 to 1956 graduates | | | | 1947 to 1951 graduates | | | |
|-----------------------|------------------------|-------|--------------|-------|------------------------|-------|--------------|-------|
| | Entry | | Jan. 1, 1962 | | Entry | | Jan. 1, 1962 | |
| | No. | % | No. | % | No. | % | No. | % |
| Professional | 3 | 6.81 | 3 | 6.81 | 5 | 17.85 | 3 | 10.71 |
| Semi-Professional | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Managers & Officials | 0 | 0.00 | 1 | 2.27 | 0 | 0.00 | 0 | 0.00 |
| Clerical & Kindred | 25 | 56.75 | 4 | 9.08 | 13 | 46.40 | 5 | 17.85 |
| Sales | 1 | 2.27 | 0 | 0.00 | 4 | 14.28 | 0 | 0.00 |
| Service | 2 | 4.54 | 3 | 6.81 | 3 | 10.71 | 0 | 0.00 |
| Agriculture | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Skilled | 1 | 2.27 | 1 | 2.27 | 0 | 0.00 | 0 | 0.00 |
| Semi-Skilled | 1 | 2.27 | 1 | 2.27 | 0 | 0.00 | 0 | 0.00 |
| Un-Skilled | 2 | 4.54 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Homemakers | 9 | 20.43 | 31 | 70.37 | 3 | 10.71 | 20 | 71.40 |
| Totals: | 44 | 99.98 | 44 | 99.98 | 28 | 99.95 | 28 | 99.96 |

many girls were becoming full-time homemakers upon graduation in the later group as compared to the girls graduating five to ten years earlier.

Methods Used by Solomon Graduates in Securing First Employment

As Traxler (25) emphasized, one may well question whether a school has discharged its full guidance responsibility if it gives a pupil careful attention while he is in school but abruptly terminates its interest in him when he graduates. Rather it would seem that the school should help him get adjusted to his post-school environment and that the guidance activities should be tapered off gradually.

This need definitely existed in the Solomon High School from observations that might be made from Table 7.

Table 7. Methods used by Solomon graduates in securing first employment.

| Methods | Men | | Women | |
|----------------------------|-----|-------|-------|-------|
| | No. | % | No. | % |
| Through Family or Friend | 37 | 46.83 | 22 | 36.66 |
| Found it Themselves | 31 | 39.24 | 20 | 33.33 |
| Public Employment Agencies | 4 | 5.06 | 2 | 3.33 |
| Private Employment Agency | 1 | 1.26 | 0 | 0.00 |
| Newspaper Advertisements | 2 | 2.53 | 5 | 8.33 |
| High School Placement | 0 | 0.00 | 3 | 5.00 |
| College or Trade School | 4 | 5.06 | 8 | 13.33 |
| Totals | 79 | 99.98 | 60 | 99.98 |

During the ten years involved in this study, only three out of 151 graduates were placed by the school, these being three girls that received assistance from the Commerce Teacher in securing employment in the local area. The old adage, "it's not what you know but who you know when it comes to getting a job", is more than true when 46.83 percent of the men and 36.66 percent of the women secured employment upon graduation through the influence of the family or friends. Another one-third or more found it necessary to find employment for themselves. Table 7 further indicates that there was further need for students to be more conscious of the various existing agencies and other aids available where they could have found needed help in securing available and more desirable employment.

The Geographical Mobility of Solomon Graduates in Securing Employment

Baer and Roeber (2) concluded that many of the follow-up studies had not sufficiently emphasized the value of local occupational information. The value of this information is further brought to light in Table 8.

When it is noted that 68.36 percent of the men and 81.92 percent of the women found employment upon graduation within a twenty-five mile radius of Solomon, occupational information involving this area should be quite significant to future students. Of the group of men that left the community to find employment, 20 percent were career men in the armed services, while another 64 percent were made up of college graduates which would suggest that the type of occupations that they had prepared for were not readily available within the local area. The geographical mobility of the men from their local entry employment within the Solomon district toward the two larger cities in the area was likely due to the shifting from the three occupational groups of agriculture,

Table 8. The geographical mobility of Solomon graduates in securing employment.

| Localities | | | | | | | | |
|----------------------------------|-------|-------|----------------|-------|-------|-------|----------------|-------|
| | | | :Jan. 1, 1962: | | | | :Jan. 1, 1962: | |
| | Entry | | :Employment: | | Entry | | :Employment: | |
| | No. | % | No. | % | No. | % | No. | % |
| Solomon School Dist. | 29 | 36.70 | 15 | 18.98 | 14 | 19.44 | 18 | 25.00 |
| Salina | 18 | 22.78 | 29 | 36.70 | 34 | 47.22 | 16 | 22.22 |
| Abilene | 7 | 8.86 | 8 | 10.12 | 9 | 12.50 | 5 | 6.94 |
| Other Towns in a 25 mile area | 0 | 0.00 | 2 | 2.53 | 2 | 2.77 | 2 | 2.77 |
| Out of the 25 mile area | 25 | 31.64 | 25 | 31.64 | 13 | 18.08 | 31 | 43.04 |
| Totals | 79 | 99.80 | 79 | 99.97 | 72 | 99.98 | 72 | 99.98 |

unskilled and semi-skilled to the skilled groups as was indicated in Table 3.

While most of the women found employment upon graduation in the Salina, Abilene, and Solomon areas, nearly one-half of this group were living out of the local area of twenty-five miles at the time of this study. The usual reason given for this was that their husbands' employment took them out of the community.

A Comparison of January 1, 1962 Employment Status with High School Aspirations

Roe (20) and Paer and Roeter (2) both suggest that getting established in an occupation is an ongoing process. Only under the most ideal conditions could one expect a majority of high school graduates to have established a concrete career plan in relation to their interests, abilities, aptitudes and self-concepts that would be completely functional when they finally became involved in this complexed and rapidly changing world of work that exists.

Table 9. A comparison of January 1, 1962 employment status with high school aspirations. (Men)*

| Occupational Expectations | 1952 to 1956 | | 1947 to 1951 | | Total Graduates | |
|--|--------------|-------|--------------|-------|-----------------|-------|
| | Graduates | | Graduates | | | |
| | No. | % | No. | % | No. | % |
| No idea of occupation while in high school | 17 | 45.90 | 18 | 42.84 | 35 | 44.27 |
| Not related to what was planned | 4 | 10.80 | 9 | 21.42 | 13 | 16.44 |
| Somewhat related | 7 | 18.90 | 4 | 9.52 | 11 | 13.91 |
| Closely related | 5 | 13.50 | 1 | 2.38 | 6 | 7.59 |
| Exactly as planned | 4 | 10.80 | 10 | 23.80 | 14 | 17.71 |
| Totals | 37 | 99.90 | 42 | 99.96 | 79 | 99.92 |

* The women were not included in this part of the study as the majority were married at this time and could not answer this part of the questionnaire.

When one notes that 44.27 percent of the men involved in this survey while in high school had no idea of the occupation in which they finally found employment and another 16.44 percent became employed in occupations not related as planned, the need for occupational information and career planning can

hardly be over emphasized. The fact that only 10.80 percent of those that had been out of high school five to ten years were in occupations as planned while in school as compared to 23.80 percent of those that had been out ten to fifteen years, would suggest that time is an important factor in achieving one's goals in life.

Advanced Training Obtained Beyond High School by the 1947-1951 and the 1952-1956 Graduates

Tables 10 and 11 bring to light several implications that should be significant to future students in career planning and to the school in curriculum planning.

There should be no question that a high school education is becoming more important and that some type of post-high school training is essential to meet competition in securing and holding a job.

In regard to higher education, only 14 percent of the men and 5.5 percent of the women involved in this study completed four years of college. Another 16 percent of this group started to college but did not finish. This would suggest that either the school was not preparing students sufficiently for the transition to college or the wrong ones were going. A total of 25.8 percent of those graduating from the Solomon Rural High School during the period of 1947 to 1956 attended a four year college. A total of 48 percent of the 1960 high school graduates of Kansas were in college in 1960-1961. (12) A sound testing program early in the students' high school career for the purpose of identifying students capable of high education, counseling and a sound course of study should help alleviate this situation.

There was also an indication that insufficient use was being made of the trade school and an increasing dependence upon training on the job through

Table 10. Advanced training obtained beyond high school by the 1947-1951 and the 1952-1956 graduates. (Men)

| Training Areas | 1952-1956 | | 1947-1951 | | Total | |
|--------------------------------|-----------|--------|-----------|--------|-------|--------|
| | Graduates | | Graduates | | | |
| | No. | % | No. | % | No. | % |
| None | 8 | 21.60 | 10 | 23.80 | 18 | 22.70 |
| College (4 years or more) | 4 | 10.80 | 7 | 16.66 | 11 | 13.91 |
| College (less than four years) | 8 | 21.60 | 5 | 11.90 | 13 | 16.44 |
| Trade School | 1 | 2.70 | 1 | 2.38 | 2 | 2.53 |
| Business College | 0 | 0.00 | 1 | 2.38 | 1 | 1.26 |
| Adult evening school | 3 | 8.10 | 2 | 4.76 | 5 | 6.32 |
| Correspondence | 3 | 8.10 | 5 | 11.90 | 8 | 10.12 |
| Employer's Training | 9 | 24.30 | 7 | 16.66 | 16 | 20.24 |
| Apprenticeship | 9 | 24.30 | 9 | 21.42 | 18 | 22.77 |
| Others | 5 | 13.50 | 5 | 11.90 | 10 | 12.64 |
| Totals:* | | | | | | |
| Training Areas | 50 | 135.00 | 52 | 123.76 | 102 | 129.10 |
| Graduates | 37 | | 42 | | 79 | |

* The total percentage of training areas in relation to the number of graduates was over 100 percent because a number of the graduates experienced more than one area of training. It was computed in this manner to give a true picture of each of the areas.

Table 11. Advanced training obtained beyond high school by the 1947-1951 and the 1952-1956 graduates. (Women)

| Training Areas | 1952-1956 | | 1947-1951 | | Total | |
|--------------------------------|-----------|--------|-----------|--------|-------|--------|
| | Graduates | | Graduates | | Total | |
| | No. | % | No. | % | No. | % |
| None | 14 | 49.98 | 23 | 52.21 | 37 | 51.35 |
| College (4 years or more) | 2 | 7.14 | 2 | 4.54 | 4 | 5.55 |
| College (less than four years) | 5 | 17.85 | 6 | 13.62 | 11 | 15.26 |
| Trade School | 0 | 0.00 | 4 | 9.08 | 4 | 5.55 |
| Business College | 0 | 0.00 | 6 | 13.62 | 6 | 8.33 |
| Adult evening school | 1 | 3.57 | 0 | 0.00 | 1 | 1.38 |
| Correspondence | 1 | 3.57 | 2 | 4.54 | 3 | 4.16 |
| Employer's training school | 3 | 10.71 | 4 | 9.08 | 7 | 9.71 |
| Apprenticeship | 1 | 3.57 | 0 | 0.00 | 1 | 1.39 |
| Others | 2 | 7.14 | 1 | 2.27 | 3 | 4.16 |
| Totals: | | | | | | |
| Training Areas | 29 | 103.53 | 48 | 108.96 | 77 | 106.84 |
| Graduates | 28 | | 43 | | 72 | |

* The total percentage of training areas in relation to the number of graduates exceeded 100 percent because a number of the graduates experiences more than one area of training. It was computed in this manner to give a true picture of each area.

apprenticeships and employer's training schools. It may have been that the alumni was not conscious of the trade school's assistance or that they were undecided as to the occupational training they might need upon graduation, and needed more time for exploration.

It is recognized that educational requirements for all occupations are increasing but to what extent this is the responsibility of the high school is still controversial. Roe (20) suggests that perhaps the outstanding defect in our high school education, in general, is that for the most part it is still geared to the academic approach.

Recognizing that larger numbers are attending high school, and considerable less than half will attend college, less emphasis is being placed on college preparatory courses as the basis for the high school curriculum. However, this emphasis is shifting toward preparation for white collar jobs rather than the manual ones. When one realizes, as indicated in the foregoing part of this report that over two-thirds of the men graduating from Solomon are employed in the skilled, semi-skilled and agricultural groups, one may question if the high school is meeting its obligation. It is questionable as to how much technical training is the responsibility of the high school, but the turning out of technical untrained, psychological unprepared adolescents into a complex world of work is also questionable.

This situation can be alleviated to some extent if teachers of the various subject matters are conscious of this problem and emphasize the relationships of their courses with the various occupations a student might enter upon graduation. Also the utilization of a sound occupational-orientation course early in high school supplemented with a sound testing program and a continuation of career planning through individual and group counseling might prepare future students to better face post-high-school adjustments.

The need of this is further indicated by the various commentaries made by graduates involved in this study.

The Value of the High School Curriculum in Relation to Occupational Experiences

Taking into consideration the statement made by Wrenn (30) that "Replies to questions of opinion about the values of training received in school, because of the "Old Oaken Bucket" reactions may be some what favorable", the answers received from the graduates should serve as helpful leads in improving the school.

Two questions were asked the graduates along this line. "What contributions did your high school make that you feel are now the most beneficial to you?" The other being, "In what ways could the school have been more helpful?" These questions were left to the option of the graduates, assuming that this might encourage a more favorable response and a larger number of returns. Eighty percent of the returns had stated an opinion on these questions.

Among the women, a large majority of the responses followed a similar pattern. Three different comments would summarize their thinking. The girl entering the clerical field prior to marriage states, "Before I was married I used my commercial training to the fullest extent. Now that I am a housewife my Vocational Home-making is a great help to me."

The individual who found it necessary to further her training after high school had the following to say, "My training in high school prepared for me the bigger step into business college. If I had not had the opportunities of the training received while in high school, I would have been unable to have met the business world as I did. Now that I am a full time homemaker, I feel that I am much more capable because of my Vocational Homemaking while in school.

The girl marrying upon graduation found that the course in Homemaking made the most contribution to her marriage but as the children became of school age and their needs expanded, all her school subjects proved essential.

The men found it more difficult to be specific with these questions. The general consensus was that they found their education beneficial in general and had some opportunity to develop leadership, sense of responsibility and the ability to get along with their fellow man. Those that had the opportunity to take Vocational Agriculture and had entered the skilled and agricultural occupations felt that this course had made the most contribution to them in relation to their occupations.

Suggestions on improving the school curriculum were interesting but quite varied. There were still some significant patterns that could be meaningful. The need for a wider variety of subjects particularly in the vocational areas were suggested the most often. Also that there should be qualified personnel to assist students in career planning while still in high school and then choosing subjects more in line with their abilities, interests, and future goals. A considerable number felt that if they had been better prepared both academically and psychologically more of them would have attended college and those that had would have been more successful in this endeavor. Many reported a lack of necessary motivation toward the realization for the need of a good education and that they had not been helped sufficiently in developing good study habits while in high school.

The Need and Value of a Guidance Program in the Solomon Schools Based on the Opinions of Graduates

In regard to the question as to what the Alumni considered to be the greatest needs of our youth today, four or five points were suggested that should

have important implications in developing a guidance program in the Solomon Schools. There should be more understanding of the young peoples' problems by the adults, particularly by the parents. They further stressed that the entire faculty should be more in sympathy with student adjustments, in regard to their educational, social and psychological problems rather than this falling to the total responsibility of the school administration and the counselor. From their own experiences, the alumni recommended that the students should take more of the responsibility in making many of their own decisions but still under the guidance and supervision of adults.

There was a general feeling that the youth of today should start thinking more seriously about their post-high-school plans early in the high school and start working toward more definite goals rather than waiting until they have graduated. In relation to this it was recommended that the young people should be helped in discovering their interests, capabilities, and potentials that might lead them toward a higher education and set their aims toward that end rather than only wishing they had later in life.

One of the women graduating in the year of 1950 summarizes the above very well with the following statement. "There is a need for the development of a stronger sense of personal responsibility among the young people, knowing what they do counts for good or evil, for success or failure, and realizing that even the smallest act or effort is not without consequence, therefore it is imperative that they do not go through life careless and irresponsible."

SUMMARY AND CONCLUSIONS

The problem of this study involved a follow-up of ten years of graduates, graduating from the Solomon Rural High School during the years of 1947 through

1956. The follow-up was made for a three-fold purpose. The first was to accumulate occupational information to be used in an occupational-orientation course and in counseling students in developing courses of study and career planning. It was assumed that information gathered from the above population would have realistic value and meaning to future students and be a valuable supplement to information of the more general nature.

The second was to determine whether or not the school curriculum had met the needs of graduates as revealed by their post-high-school experiences, and to discover what recommendations they might make as to any changes or modifications in the curriculum.

The third purpose was to establish some basic foundation for the development of a guidance program based on the fundamental needs of young people concluded from the experiences of recent graduates.

This study was based on information gathered through the questionnaire procedure from a total population of 175 graduates. Of this group, two had died and eight could not be located. Questionnaires were sent to the remaining 165 of which 151 were returned for a total of 91.5 percent useable returns of the total mailing list.

From the information accumulated, a comparison between the occupational status of the local group and national labor force was made to determine what differences existed.

The entry occupations and current employment of the graduates were grouped and classified under the D.O.T. codes to indicate occupational choices of the graduates and to determine the necessary vertical and horizontal mobility to secure and maintain employment. Also, some trends in the kinds of occupations that graduates were entering was brought out by comparing two groups of graduates.

The methods used by the alumni in securing employment and the geographical mobility necessary to secure and retain employment were stressed to assist future students in projecting their thinking into post-high-school situations.

A comparison of the occupations actually experienced by the graduates with their high school aspirations helped clarify whether or not students had been developing realistic self concepts in relation to any career plans while in school.

To stress to present students the importance of a high school education and post-high-school training, a survey was made of the training received by the graduates after leaving high school. This was intended also to point up needs where more or less emphasis might be placed within the school curriculum. To point up any further need of curriculum development the value of the high school curriculum in relation to occupational experiences was considered.

To develop a sound philosophy, purposes, and objectives for a good guidance program the writer felt the best source of information was from those who had experienced the realities of life that future students would most likely sooner or later experience.

From the evidence gathered in this report the following conclusions appear justifiable:

1. An increasing emphasis should be placed on occupational information and training involving agricultural and skilled occupations as far as the young men are concerned as 55.69 percent of the graduates were finding employment in these two groups.
2. Future graduates should be prepared both psychologically and educationally for vertical and horizontal movement in and within different occupational groups. They need further, to be well informed as to the increasing and declining opportuni-

ties for employment available to them within the various groups and how rapidly these can change over a short period of five years.

3. The Solomon High School has provided little post-high-school placement service. This is indicated by the fact that only three graduates of the total population, all girls, involved in this study received any assistance from the school with their post-high-school adjustment and in securing employment. If the Solomon High School accepts placement as an important guidance service, more should be done about it.
4. Local occupational information should be quite significant to future students when it is noted that 68 percent of the men and 82 percent of the women found employment within a twenty-five mile radius of Solomon upon graduation.
5. A definite need for an orientation-occupation course within the school curriculum and more emphasis on career planning and individual guidance is indicated when post-high-school experiences were compared with the graduates' high school aspirations.
6. There exists the need of a sound testing program in the School for the purpose of identifying college material and counseling them toward preparing for a higher education particularly in selecting a desirable course of study and developing good study habits. This is based on the fact that only 25.8 percent of the graduates involved in this study attended a four year college with only 40 percent of this group graduating, as compared to 48 percent of the Kansas high school graduates of 1960

attending colleges.

Three specific recommendations relate to improvement of the curriculum, based on the opinions and suggestions of the alumni:

1. The faculty members of the high school should become more conscious of the significance of their various subjects as they might relate to post-high-school adjustments and occupations that the Solomon graduates experience.
2. The students that had entered the business world suggested that more emphasis should be placed on the use of the various office machines within the commerce department.
3. Those that are not college inclined and have interests and aptitudes for the skilled occupations should have the opportunity to make some explorations in a general shop course early in their high school career.

The alumni made several suggestions that should have important implications in developing a guidance program in the Solomon Schools:

1. They emphasized the fact that there should be a clearer understanding of the young peoples' problems by the adults, particularly the parents.
2. They felt that the entire faculty should be more in sympathy with student adjustments in regard to their educational, social and psychological problems.
3. It was further recommended that the students should be given more responsibility in making their own decisions under the guidance of adults.
4. They also stressed the need for the youth of today to start thinking more seriously about their post-high school plans early in

high school and working toward more definite goals rather than waiting until they are out of high school to do so. A considerable number felt that if they had been helped in discovering their interests, capabilities and potentials during high school days they would have attended and succeeded in college.

In final summary, Steops (24) in discussing the value of the follow-up study stated:

The school which uses its findings to improve its services to boys and girls will increase its holding power and reduce the number of dropouts prior to graduation. In this way the school will be performing a high patriotic duty. They will conserve and better train human resources toward the building of a stronger country.

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APPENDIX

Solomon, Kansas
February 9, 1962

Dear

I am making a follow-up study of all students graduating from the Solomon Rural High School during the period of 1947 through 1957.

This study is in partial fulfillment toward a Master's Degree in the field of Counseling and Guidance at Kansas State University. During the fifteen years of teaching Vocational Agriculture at your Alma Mater, I have become very interested in and concerned about the welfare of the young people in this school. When you were in school, did you ever wonder what you would be doing after you graduated? Believe it or not, we have some students who are wondering what they will be doing. We at the Solomon Schools feel that a research of this type could be quite beneficial to the young folks in planning their present curriculum and future career.

Ten minutes of your time in filling out the enclosed form could help influence some young person's future for life. To make this information valuable for this use, we should have a return of 100 percent. Of course no one will need to know from whom we received the information as that will be kept confidential. The number on the form is merely a means of checking to find out who did not send back the information.

You will find enclosed with the form, a stamped self-addressed envelope for your convenience. Why not fill this out today and help a young person tomorrow.

Thanking you in advanced, I remain,

Sincerely yours,

Glyde M. Venneberg
Voc. Agri. & Guidance
Solomon Rural High School
Solomon, Kansas

No. _____

Inquiry

Year _____

Directions:

To answer the following eight items, simply place a check ☐ on any one choice as it relates to you. To answer the others, use a few words or a short statement.

A. Concerning your work experiences:

1. How much time elapsed between leaving High School or College and your first full time employment?

_____ days; _____ months; _____ years.

II. What is your present employment status?

- (a) ☐ Private business
 (b) ☐ Employed for wages, full time
 (c) ☐ Employed for wages, part time
 (d) ☐ Unemployed and seeking work
 (e) ☐ In the armed services
 (f) ☐ Housewife, full time
 (g) ☐ Housewife and employed part-time or full time.

III. Please list in order all full-time employment or jobs held since you have left High School. Include Armed Services and Homemaking but do not include jobs held during vacations or side lines from your full time employment.

| Name of Firm | Address | Occupational | Dates | Major Duties |
|----------------------|---------------|---------------|--------------------|----------------------|
| Lorenz Motor Company | Abilene, Kans | Auto Mechanic | 7/1/56 12/10/58 | General Overhauls |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

IV. How did you obtain your first position?

- (a) ☐ Through family or friend
 (b) ☐ Public employment agency
 (c) ☐ Private employment agency
 (d) ☐ Newspaper advertisement
 (e) ☐ Found it yourself
 (f) ☐ Through the High School
 (g) ☐ College or Trade School placement bureau
 (h) ☐ Other means, Such as What? _____

- V. To what extent is your present occupation like the type of work you thought you would follow while you were in High School?
- (a) ☐ Didn't have any definite ideas about the work while in High School.
 - (b) ☐ Not related at all as to what I thought I would do
 - (c) ☐ Is some what related
 - (d) ☐ Closely related, but not what I expected
 - (e) ☐ Exactly the kind of job I though I would get.

- VI. How well satisfied are you with your present occupation?
- (a) ☐ Very dissatisfied
 - (b) ☐ Somewhat dissatisfied
 - (c) ☐ Indifferent
 - (d) ☐ Reasonably well satisfied
 - (e) ☐ Highly satisfied.

- VII. If you are employed in some community out of the radius of twenty-five miles of Solomon, what was your reason?
- (a) ☐ No opportunity in what I wanted to do
 - (b) ☐ Left because my family moved away
 - (c) ☐ Didn't like the community
 - (d) ☐ Wanted to live where I am now
 - (e) ☐ Other reasons.

Why?

- VIII. What advanced training beyond High School have you obtained?
- (a) ☐ None
 - (b) ☐ College (four years or more)
 - (c) ☐ College (less than four years)
 - (d) ☐ Trade School
 - (e) ☐ Business College
 - (f) ☐ Adult evening school
 - (g) ☐ Correspondence School
 - (h) ☐ Employer's training school
 - (i) ☐ Apprenticeship training
 - (j) ☐ Other
-

- B. The following is concerned with your High School experiences as they affect your present position. It would be appreciated if you would express your opinion on these but you may omit them if you would rather not answer.
 **Your specific comments should be helpful to your High School Alma Mater in providing more meaningful experiences to those now in High School.

1. After being out of school for several years, how do you now feel about your High School experiences?

- A. What contributions did your High School make that you feel are now most beneficial to you?

I. B. In what ways could the School have been more helpful?

II. In what ways could the School have been more helpful or an aid to you after leaving High School?

III. What do you consider to be one of the greatest needs of our youth today?

A FOLLOW-UP OF THE SOLOMON RURAL HIGH SCHOOL ALUMNI
GRADUATING DURING THE PERIOD OF 1947-1956

by

CLYDE MAURICE VENNEBERG

B. S., Kansas State University, 1946

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1962

The problem of the study involved a follow-up of ten years of graduates graduating from the Solomon Rural High School during the years of 1947 through 1956. The follow-up was made for a three-fold purpose. The first was to accumulate occupational information to be used in an occupational-orientation course and in counseling students in developing courses of study and career planning.

The second was to determine whether or not, the school curriculum was meeting the needs of those that had gone through their high school experiences in relation to their post-high-school experiences and what recommendations they might make as to any changes or modifications in the curriculum.

The third purpose was to establish some basic foundation for the development of a guidance program based on the fundamental needs of young people concluded from the experiences of recent graduates.

This study was based on information gathered through the questionnaire procedure from a total population of 175 graduates. Of this group, two had died and eight could not be accounted for. Questionnaires were sent to the remaining 165 of which 151 were returned for a total of 91.5 percent usable returns of the total mailing list.

From the information accumulated, a comparison between the occupational status of the local group and national labor force was made to determine what differences existed.

The entry occupations and current employment of the graduates were grouped and classified under the D.O.T. codes to indicate occupational choices of the graduates and to determine the necessary vertical and horizontal mobility to secure and maintain employment. Also, some trends in the kinds of occupations that graduates were entering was brought out by comparing two groups of graduates.

The methods used by the alumni in securing employment and the geographical mobility necessary to secure and retain employment were stressed to assist future students in projecting their thinking into post-high-school situations.

A comparison of the occupations actually experienced by graduates with their high school aspirations helped clarify whether or not students had been developing realistic self concepts in relation to any career plans while in school.

To stress the importance of a high school education, and post-high-school training, a survey was made of the training received by the graduates after leaving high school. This also pointed up needs where more or less emphasis might be placed within the school curriculum.

To develop a sound philosophy, purposes and objectives for a good guidance program the writer felt the best source of information was from those who had experienced the realities of life that future students would most likely sooner or later experience.

From the evidence gathered in this report the following conclusions appear justifiable: (1) An increasing emphasis should be placed on occupational information and training involving agriculture and skilled occupations. (2) Future graduates should be prepared both psychologically and academically for vertical and horizontal movement in and within the different occupational groups and be well informed as to the increasing and decreasing opportunities for employment within the various groups. (3) The Solomon High School should take on more responsibility in regards to post-high-school placement services. (4) Local occupational information should be accumulated and be made available to the Solomon students. (5) An Orientation-Occupational course should be in the school curriculum with emphasis on career planning and individual counseling.

(6) A sound testing program should be introduced in the school for the purpose of identifying college material and counseling them toward preparing for a higher education in selecting desirable courses of study and developing good study habits. (7) The faculty members should be more conscious of the significance of their various subjects as they might relate to post-high-school adjustments and occupational experiences. (8) More emphasis should be placed on the use of office machines within the commerce department. (9) Those not college inclined with interests and aptitudes for the skilled occupations should have the opportunity to make explorations in a general shop course early in their high school career. (10) There should be a clearer understanding of the young peoples' problems by adults, particularly the parents. (11) The entire faculty should be more in sympathy with student adjustments in regards to their educational, social and psychological problems. (12) Students should be given more responsibility in making their own decisions under the guidance of adults. (13) The youth of today should start thinking more seriously about their post-high-school plans early in high school and work toward more definite goals while they are still in high school.